

Appendix: Policy Support, District Guardrails, and Source Base

Educator-facing companion for the AI Use Policy checklist and teacher guide

Purpose of This Appendix

This appendix supports the 1-page educator checklist and teacher guide. It provides district-facing language, approved-tool documentation space, privacy guidance, classroom examples, and a source base for schools adapting the resource into local policy or professional learning.

This version frames the materials as a broader educator-facing resource and PD companion informed by classroom practice, bilingual education, news literacy, and AI implementation work. It should not be presented as an official Central Islip Public Schools policy unless the district formally adapts and approves it.

Central Framing

AI is the context, not the focus. The focus is educator decision-making, student thinking, information evaluation, ethics, bias, reflection, and professional responsibility.

The resource treats AI use as one example of a broader professional practice: educators must diagnose situations, generate or examine possible supports, and calibrate before acting. These habits remain useful even as tools change.

Suggested AI Use

Generative AI tools may be used by educators and students only when use is aligned with district policy, approved tools, student privacy requirements, instructional goals, and teacher guidance.

Principle	What it means in practice
Intentional	AI is used for a clear instructional or learning purpose.
Transparent	Teachers and students know when AI is allowed, what it may support, and how use should be disclosed.
Privacy-protective	Student data and sensitive information are not entered into unapproved tools.
Human-centered	AI supports teacher judgment and student thinking rather than replacing either.
Developmentally appropriate	Expectations differ by age, grade level, digital literacy, language needs, and readiness.
Reviewed by a human	AI outputs are checked, revised, adapted, or rejected before use.
Locally adapted	Outputs are adjusted for classroom context, culture, language, and student needs.

Classroom-facing language: AI can help us brainstorm, practice, compare ideas, and reflect. It should support thinking, not replace it. The goal is not simply to get answers faster. The goal is to make better decisions about learning.

Connection to UNESCO AI Competency Frameworks

The checklist and guide are grounded in UNESCO's AI competency frameworks for teachers and students. These frameworks support the idea that AI use in schools should be intentional, ethical, human-centered, and connected to pedagogy rather than treated as a standalone technology trend.

UNESCO Teacher Framework Alignment

Teacher framework area	How this resource addresses it
Human-centered mindset	Frames AI as a thinking partner and decision-support tool, not a replacement for teacher judgment or student learning.
Ethics of AI	Emphasizes privacy, transparency, disclosure, bias-checking, and appropriate use.
AI foundations and applications	Helps teachers understand what AI can support, where it is limited, and why outputs need review.
AI pedagogy	Connects AI use to learning goals, student thinking, grade-level expectations, multilingual learner support, and classroom context.
AI for professional learning	Supports teachers in using AI for planning, reflection, resource adaptation, and ongoing skill-building.

UNESCO Student Framework Alignment

Student competency direction	How this resource addresses it
Responsible AI use	Gives students clear boundaries around privacy, disclosure, and permitted use.
Critical judgment	Encourages students to question, verify, revise, and reflect on AI outputs.
Foundational AI understanding	Helps students understand that AI can generate useful drafts but can also be incomplete, biased, or inaccurate.
Creative and meaningful use	Positions AI as support for brainstorming, revision, comparison, language practice, and reflection.

DDC + Pause - Look - Reflect

DDC is the educator-facing decision-making process. Pause - Look - Reflect is the learner-facing information evaluation process. Both encourage slowing down, questioning assumptions, evaluating information, and making thoughtful decisions rather than automatically accepting answers.

Core Framework: Diagnose - Draft - Calibrate

DDC should be presented as a decision-making framework rather than only a prompting framework. The framework is intentionally designed to keep teachers and learners in the role of decision-makers.

Step	Teacher question	Student question	Policy meaning
Diagnose	What is the instructional goal, learner context, constraint, and privacy boundary?	What am I trying to learn, create, understand, or decide?	AI use begins with purpose, not convenience.
Draft	What can AI help generate, compare, simplify, organize, or revise?	How can AI help me brainstorm, practice, compare, or revise?	AI outputs are possibilities and drafts, not final answers.
Calibrate	What needs to be checked, revised, localized, rejected, or refined?	What do I need to verify, change, explain, or decide in my own thinking?	Human judgment remains responsible for final use.

Suggested policy language

AI-generated content should be treated as a draft. Teachers and students are responsible for checking accuracy, revising language, identifying missing context, and deciding whether the output supports the learning goal. AI generates possibilities; humans make decisions.

DDC Classroom Examples

Setting	Diagnose	Draft prompt	Calibrate
Bilingual / ENL	Second-grade bilingual students are learning vocabulary related to habitats and need language support before reading.	Create three vocabulary activities for second-grade emerging bilingual students. Use student-friendly language, visual support ideas, partner talk, and possible Spanish cognates when appropriate.	Remove advanced vocabulary, align to classroom materials, verify translations, and adjust supports based on proficiency.
Adult ESL	Adult ESL students are preparing for workplace conversations and need job interview practice.	Create a realistic job interview role-play for adult English learners with common questions, possible responses, and follow-up questions. Use clear intermediate-level language.	Adjust vocabulary, remove culturally unfamiliar references, verify workplace language, and adapt to local employment contexts.
Elementary classroom	Students are beginning a science unit about space and want to ask questions about astronauts.	Act as an astronaut aboard the International Space Station. Respond to second-grade student questions using age-appropriate language and engaging details.	Review for scientific accuracy, simplify vocabulary, connect to objectives, and guide students to evaluate whether responses make sense.

Approved AI Tools and Guardrails

Districts should maintain a clear, current list of approved AI tools. The list should specify who may use each tool, for what purpose, and under what privacy conditions. This resource should direct educators to official district guidance instead of presenting a static approved-tool list as permanent.

Suggested policy language

Teachers and students may only use AI tools that have been approved by the district for the specific intended use. A tool approved for teacher planning may not automatically be approved for direct student use, student-data entry, grading support, or feedback on student work.

Local adaptation note

For Central Islip adaptation only, current district guidance identifies Microsoft Copilot, Google Gemini, and DIFFT as approved AI platforms and is maintained through district staff support guidance. Because this may evolve, educators should verify the current list before using any tool. NotebookLM should not be identified as approved unless the district explicitly confirms its status.

Approved-tool documentation template

Tool	Approved for teachers?	Approved for students?	Approved uses	Not approved for	Privacy notes
District tool 1	District to confirm	District to confirm	Planning, drafting, feedback, student use, or other uses to specify	Student data, grading, direct student use, or other limits to specify	District to confirm
District tool 2	District to confirm	District to confirm	Specify approved uses	Specify prohibited uses	District to confirm
Other	District to confirm	District to confirm	Specify approved uses	Specify prohibited uses	District to confirm

Student Privacy and Data Protection

Student privacy is a core requirement of responsible AI use. Unless the district has explicitly approved a tool for a specific student-data use case, educators and students should not enter personally identifiable, private, or sensitive student information into AI tools.

Do not enter into unapproved AI tools	Examples
Personally identifiable student information	Names paired with academic, behavioral, medical, or family details; student ID numbers; addresses.
Sensitive student information	Medical information, disability information, IEP/504 details, accommodation plans, discipline records.
Family or background information	Family circumstances, immigration status, housing instability, sensitive personal history.
Private student work or data	Student work, assessment results, intervention notes, language proficiency details, unless approved for that use.
Recognizable descriptions	Any combination of details that would make a student identifiable.

Teacher-facing language

Do not put personal student data, private information, addresses, or sensitive details into AI tools unless your school or district has explicitly approved both the tool and the use case.

Student-facing language

Do not type private information about yourself or anyone else into AI tools. This includes names, addresses, ID numbers, personal problems, family information, medical information, or anything you would not want shared.

De-identification example

Instead of	Use
Create a reading activity for [student name], who has an IEP goal for decoding and receives speech services.	Create a second-grade reading activity for a student who benefits from phonics support, short directions, and repeated practice with vowel teams. Do not include personal student information.

Appropriate Teacher Uses

Teachers may use approved AI tools to support planning, preparation, communication, reflection, and instructional design when use aligns with district policy and protects student privacy.

Teacher use area	Examples	Required human review
Lesson planning	Brainstorm lesson ideas, discussion prompts, examples, non-examples, exit tickets.	Check accuracy, grade-level fit, standards alignment, and learning-goal fit.
Differentiation	Adapt reading levels, create vocabulary supports, draft scaffolds, small-group options.	Check accessibility, cultural responsiveness, language fit, and student needs.
Bilingual / ENL support	Sentence frames, bilingual vocabulary supports, translation comparisons, simplified directions, family communication drafts.	Verify language accuracy, cultural context, tone, and privacy.
Adult ESL	Workplace language practice, job interview role-play, pronunciation/speaking prompts, writing support.	Adapt vocabulary to proficiency, local contexts, and real communication needs.
Assessment support	Generate formative assessment ideas, checklists, rubrics, study questions.	Confirm items measure the intended learning goal and do not introduce bias.
Reflection and pattern analysis	Review teacher-created lesson plans, units, communication patterns, recurring misconceptions, and standards coverage.	Use approved tools and de-identified or permitted data only. Decide what patterns matter and what action is appropriate.

Suggested policy language

AI may support teacher planning and preparation, but teachers remain responsible for instructional decisions, classroom materials, student communication, feedback, and professional judgment.

Appropriate Student Uses

Student AI use should be guided by district-approved tools, grade level, teacher expectations, and the learning goal. Students should understand what AI may help with and what they must do independently.

Student use area	Appropriate examples	Student responsibility
Brainstorming	Generate possible ideas, questions, or project directions.	Choose, revise, and explain ideas in their own thinking.
Practice	Practice vocabulary, ask for examples, generate study questions.	Check accuracy and use practice to build understanding.
Revision	Ask for feedback on clarity, organization, or tone when allowed.	Decide what feedback to accept and explain revisions.
Comparison	Compare explanations, translations, or examples.	Identify differences, check meaning, and reflect on what is useful.
Conversation	Interview a historical figure, book character, astronaut, scientist, or workplace role-play partner.	Ask original questions, listen critically, and evaluate whether responses make sense.
Reflection	Ask questions about what they understand or still need to learn.	Use AI to support metacognition, not replace learning.

Student-facing language: AI can help you think, practice, compare, and revise. It should not do the learning for you.

Suggested policy language

Students may use AI only when permitted by the teacher, assignment, school, or district. Students must follow privacy expectations, disclose AI use when required, and be able to explain their own thinking.

Uses That Are Not Appropriate

AI should not be used in ways that replace student learning, violate privacy, or outsource professional responsibility.

Not appropriate	Why
Entering private student data into unapproved tools	Violates privacy and may expose sensitive information.
Submitting AI-generated work as original student work without disclosure	Misrepresents authorship and bypasses learning.
Completing assignments when independent thinking is required	Replaces the intended cognitive work.
Using AI-generated content without checking accuracy	AI can produce incorrect, incomplete, or biased content.
Treating AI as the only source for facts, citations, or research	AI is not a reliable sole source of truth.
Making final decisions about grades, placement, discipline, intervention, or services	High-stakes decisions require human professional judgment.
Using AI to make special education, language proficiency, or accommodation decisions	These decisions require legally and professionally appropriate review.
Relying on AI detectors as the sole evidence of student misconduct	AI detection tools can be unreliable and should not be the only basis for discipline.

Suggested policy language

AI may not be used as the final authority for grading, discipline, placement, intervention, special education decisions, language proficiency decisions, or other high-stakes student decisions. Human review and professional judgment are required.

Grade-Band Guidance

Grade-band guidance should emphasize developmental readiness, information evaluation, and teacher guidance rather than focusing only on tool access.

Group	Recommended posture	What this can look like
Lower elementary	Primarily teacher-facing and teacher-guided	Students discuss, question, compare, and evaluate AI-generated information as a class. Direct independent AI use should be limited.
Upper elementary	Teacher-modeled and highly structured	Students compare AI responses, identify inaccuracies, discuss reliability, and practice simple responsible-use routines.
Middle school	Guided responsible use	Students brainstorm, revise, practice, compare, reflect, disclose use, and check sources with teacher guidance.
High school	Increasing independence with clear boundaries	Students use approved tools for research planning, draft feedback, study support, presentation practice, and evaluation of claims and sources.
Adult ESL	Language support and rehearsal space	Learners practice vocabulary, workplace language, role-play conversations, translation comparison, writing support, and human-reviewed communication.
Bilingual / ENL	Scaffolds and comprehension support	Sentence frames, vocabulary supports, translation comparison, family communication drafts, and comprehension supports.

Suggested policy language

AI expectations should reflect students' developmental readiness, digital literacy, reading level, language needs, privacy needs, and ability to evaluate outputs. Younger students may need teacher-facing or teacher-guided use, while older students may gradually take on more independent AI use with clear boundaries, disclosure, and reflection.

Examples Across AI Modalities

Responsible AI guidance should account for more than text-based prompting. Teachers and students may encounter AI through chat, voice, video, and reflection or pattern-analysis workflows.

Modality	Examples	Decision-making reminder
Text-based AI	Differentiated materials, sentence frames, family communication drafts, translation comparison, lesson-plan analysis, standards coverage review.	Treat text as a draft and check accuracy, tone, privacy, and fit.
Conversational / chat-based AI	Students interview an astronaut, scientist, historical figure, or book character; Adult ESL job interview practice; students compare AI responses.	This may become a whole-class conversation, not just a prompt. Keep questioning and evaluation student-centered.
Voice-based AI	Pronunciation practice, speaking confidence, oral language development, mock interviews, customer service or workplace conversations.	Useful when learners need speaking practice, not another worksheet. Human review still matters.
Video-based AI	Mock interviews, presentation rehearsal, public speaking practice, tone, pacing, eye contact, and professionalism reflection.	The focus expands from language accuracy to communication.
Reflection and pattern analysis	Review lesson plans, accommodations used across units, recurring misconceptions, family communication patterns, intervention themes.	Use only approved tools and data practices. AI may help teachers see patterns in work they have already done.

Key implication

Not every AI activity is a prompt. In some classrooms, AI becomes a conversation partner, language rehearsal space, presentation coach, or pattern-finding tool. The DDC framework still applies: diagnose the purpose, draft or interact, then calibrate the output before relying on it.

Ethics, Bias, and Representation

Ethics and bias should be discussed beyond the AI system itself. Educators and students should also examine how human experiences, representation, culture, prior knowledge, and lived experiences shape how people interpret information.

Classroom example

A teacher asks students to draw a doctor, a scientist, and a castle. Students' drawings reflect what they have seen, studied, and experienced. If the science unit repeatedly features a female scientist, students may draw female scientists. If students have mostly seen European-style castles, those may appear in their drawings, while someone with different experiences might draw a Japanese castle.

Why this matters

- Bias is not only something to detect in AI outputs. It is also something humans can examine in our expectations, examples, and interpretations.
- Representation matters because students draw on what they have seen and been taught to recognize.
- AI literacy can connect with media literacy, news literacy, cultural responsiveness, and classroom sense-making.
- A strong calibration routine asks: What assumptions are present? Whose perspective is missing? What context matters? What should be revised or questioned?

Disclosure and Transparency

Teachers should make AI expectations clear before students begin work.

Assignment expectation	Example language
AI not allowed	For this assignment, complete the work independently without AI support.
AI allowed for brainstorming only	You may use AI to brainstorm possible ideas, but your final response must be written in your own words.
AI allowed for revision	You may use AI to get feedback on clarity or organization. You are responsible for deciding what to revise.
AI allowed for study support	You may use AI to generate practice questions or explanations, but you should check answers against class materials.
AI use must be disclosed	If you use AI, include a short note explaining what you used it for and what you changed.

Student disclosure sentence: I used AI to help with _____. I reviewed and changed the output by _____. The final ideas and decisions are my own.

Grade-band note

For younger students, disclosure may be informal and teacher-guided. For older students, more formal disclosure and reflection expectations may be appropriate.

Teacher Professional Judgment

This section should remain highly visible throughout any local adaptation. AI can reduce friction, support planning, and generate ideas, but it cannot replace responsibility.

Teachers remain accountable for

- Instructional decisions
- Student feedback and student-facing materials
- Family communication, especially when sensitive information is involved
- Intervention planning and student support
- Grading, placement, discipline, special education, language proficiency, and accommodation decisions
- The care required to meet learners where they are

AI may assist with drafting, organizing, brainstorming, and reflection. Professional judgment remains human work.

Suggested policy language

AI may assist with drafting, organizing, brainstorming, and reflection. Teachers retain responsibility for final decisions, student-facing materials, communication, feedback, and instructional judgment.

Implementation Recommendations

Schools should introduce AI guidance through practical teacher support, not only through formal policy. This resource should be tested and refined through professional learning and educator feedback before broader adoption.

Step	Implementation move	Output
1	Confirm approved tools and privacy rules.	Local approved-tool chart and staff guidance location.
2	Create shared teacher-facing guidance.	1-page checklist + teacher guide.
3	Create student-facing language.	Classroom expectations and disclosure sentence.
4	Model the DDC framework.	Diagnose - Draft - Calibrate examples.
5	Provide grade-band and modality examples.	Elementary, middle, high school, adult ESL, bilingual/ENL, text, chat, voice, video examples.
6	Offer professional learning.	60-90 minute PD session or workshop.
7	Gather teacher feedback.	Revised guidance based on real classroom questions.
8	Revisit regularly.	Updated guidance as tools and district rules change.

Possible PD session title

Diagnose, Draft, Calibrate: A Practical AI Literacy Framework for Teachers

Possible PD outcomes

- Identify appropriate and inappropriate AI uses.
- Apply district privacy expectations.
- Use DDC to decide whether and how to use AI.
- Calibrate AI outputs for accuracy, tone, grade level, language needs, and classroom fit.
- Explain AI expectations to students.
- Connect DDC with Pause - Look - Reflect for learner-facing information evaluation.

Possible future paths

- Conference session
- Professional development resource
- School pilot
- District implementation guide after local approval
- News literacy resource
- Future article or publication

Source Base

This appendix was developed using the following source base.

UNESCO AI Competency Framework for Teachers

UNESCO's AI Competency Framework for Teachers defines the knowledge, skills, and values teachers need in the age of AI. It is organized around five dimensions: human-centered mindset, ethics of AI, AI foundations and applications, AI pedagogy, and AI for professional learning. This appendix uses those dimensions as the foundation for teacher-facing AI use guidance.

UNESCO AI Competency Framework for Students

UNESCO's AI Competency Framework for Students is designed to help educators integrate AI learning objectives into curricula so students can engage with AI safely, critically, creatively, and meaningfully. This appendix uses that framework to support student-facing guidance around responsible use, critical judgment, disclosure, and meaningful learning.

Alex Luciano's Articles and Professional Work

Alex Luciano's work provides the classroom-centered lens for this resource. His writing and professional development work emphasize that AI guidance should preserve teacher judgment, student voice, bilingual learner needs, news literacy habits, and practical classroom sense-making.

- Holding the Line: Teaching Alongside AI Without Losing Voice - supports the framing that AI should strengthen, not replace, teacher judgment and voice.
- From Yes-Man to Wait-Man: What Changed When I Stopped Letting AI Talk Over My Thinking - supports the idea that AI should slow down and support thinking rather than over-answering.
- When AI Means Something Different in Every Classroom - supports the need for shared AI expectations across classrooms.
- News Literacy Project feature on Pause / Look / Reflect - supports the connection between AI literacy, verification, and reflective judgment.
- The Art of Teaching Bilingual Learners - supports the bilingual and multilingual learner lens.
- Professional development work on Diagnose - Draft - Calibrate and integrated ENL instruction - informs the practical teacher-facing framework.

U.S. Department of Education Student Privacy Resources

This appendix also reflects general student privacy principles from the U.S. Department of Education, especially the need to protect personally identifiable information and avoid entering sensitive student information into unapproved tools.

Closing Language

This appendix supports a practical, human-centered approach to AI use in schools. AI can reduce friction, support planning, expand access, and help teachers and students reflect. Its value depends on how it is used: with clear boundaries, privacy protections, developmental awareness, teacher judgment, and a willingness to revise or reject outputs that do not fit.

The goal is shared clarity. Teachers should not be left to interpret AI use alone classroom by classroom, and students should not have to navigate inconsistent expectations without guidance. A strong AI use policy gives educators a common language while preserving the professional judgment needed to serve real students in real classrooms.

Final framing: AI generates possibilities. Educators and learners make decisions. DDC teaches people to think before, during, and after AI use, and Pause - Look - Reflect teaches learners to slow down before accepting information.